R E P O R T R E S U M E S

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FOREIGN LANGUAGES IN THE CATHOLIC HIGH SCHOOL, REPORT OF THE ADVISORY COMMITTEE ON FOREIGN LANGUAGES.

NATIONAL CATHOLIC EDUCATIONAL ASSN., WASH. D.C.

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PARTS ONE AND TWO OF THE ADVISORY COMMITTEE'S REPORT ON FOREIGN LANGUAGES COVERS THE GOALS OF THE LANGUAGE PROGRAM IN CATHOLIC HIGH SCHOOLS AND TEACHER EDUCATION. IN THE DISCUSSION ON PROGRAM OBJECTIVES, THE AUDIOLINGUAL METHOD IS ADVOCATED FOR DEVELOPING THE LANGUAGE SKILLS, ALONG WITH EXPOSURE TO LITERATURE AND CULTURE OF THE LANGUAGE BEING STUDIED. THE IMPORTANCE OF LATIN AND THE CLASSICS AND THE PROBLEM OF CONTINUING OR DROPPING LATIN IN CATHOLIC SCHOOLS ARE THE TOPICS DEALT WITH MOST EXTENSIVELY IN THIS REPORT. GREAT CONCERN IS SHOWN FOR THE POPULARITY OF OTHER SUBJECTS OR MODERN LANGUAGE STUDY OVER LATIN, AND RECOMMENDATIONS ARE MADE FOR LATIN TO BE INTRODUCED INTO THE EARLY GRADES AND THE MATERIAL TO BE USED IS SPECIFIED. THE SECTION ON TEACHER EDUCATION DISCUSSES THE UNDERGRADUATE PREPARATION OF MODERN FOREIGN LANGUAGE TEACHERS IN CATHOLIC HIGH SCHOOLS AND A PLEA FOR MORE PROFESSIONALISM IN THESE SCHOOLS IS MADE. AN APPRAISAL OF EACH REPORT IS ALSO INCLUDED. SEE FL 000 462 FOR THE CONCLUDING PARTS OF THE REPORT. THIS DOCUMENT APPEARED AS THE "CATHOLIC HIGH SCHOOL QUARTERLY BULLETIN," VOLUME 21, NUMBER 4, JANUARY 1964. (SS)

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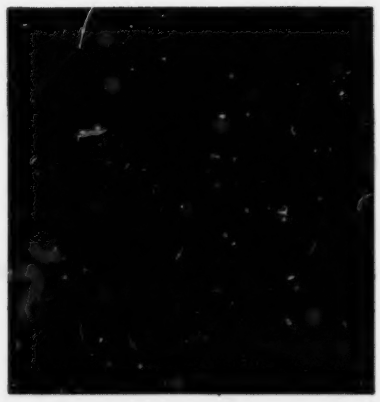

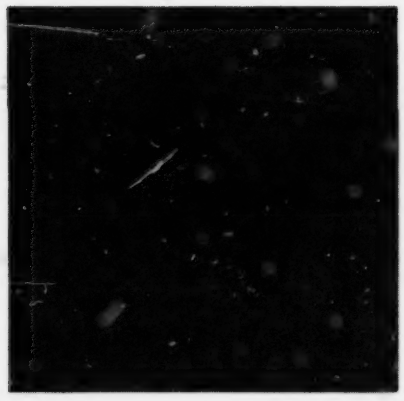

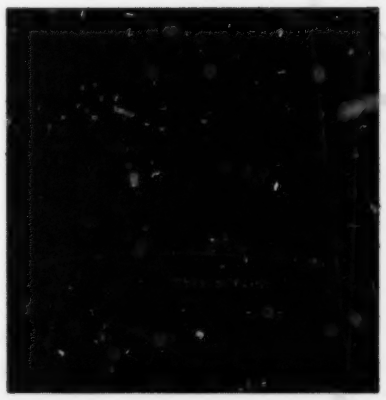

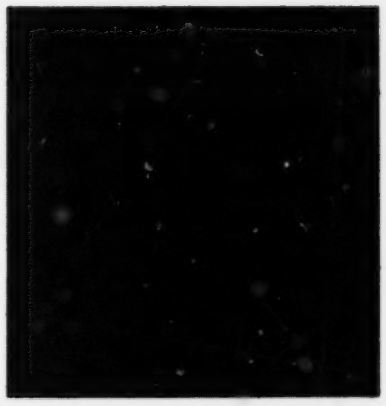

Foreign Languages in the Catholic High School

Report of the Advisory Committee on Foreign Languages

FL 000 461

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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This BULLETIN presents one half of the Report of the Advisory Committee on Foreign Languages. It covers two main topics, namely, the aim of a language program in a Catholic high school and teacher education in foreign languages. The report is printed as originally prepared by the Committee. This report was presented to the assembled delegates at the annual convention of the National Catholic Educational Association in St. Louis, Missouri, on April 18, 1963. The reactions of the delegates are printed at the end of each section.

The Foreign Language Report is by far the most extensive of the Advisory Committee Reports. It represents a highly skilled approach and a great deal of professional effort on the part of the entire committee. A special word of thanks, however, must be given to Professor Tous for his competent work in handling this project.

Part III, Report of the Working Committee on *The Audio-Lingual Approach,* and Part IV on *The Language Laboratory,* will appear in the April issue of the *Catholic High School Quarterly Bulletin.*

PART I

AIMS OF A CATHOLIC LANGUAGE PROGRAM

0.00 INTRODUCTION

0.01 Objectives of a Catholic education. In his sermon at the Third Plenary Council of Baltimore in 1884, Bishop John Spalding stated that Catholic education "is expansion and discipline of mind rather than learning; its tendency is . . . to cultivate a habit of mind, which, for want of a better word, may be called philosophical, to enlarge the intellect, to strengthen and supple its faculties, to enable it to take connected views of things and their relations, and to see clearly amid the mazes of human error and through the mists of human passion. . . ."

This habit of mind, this philosophical outlook is the very attitude that should coordinate all our efforts in every area of the curriculum. Of it, Christopher Dawson points out that no "rational, scientific substitute for religion" can provide such a principle of coordination for a culture. In substance, forming such an attitude is the aim of Catholic education.

0.02 A Catholic language program. At the outset we asked ourselves whether the very title of our report does not presuppose some thing which might be readily denied; that is, the catholicity of any language program. In our report we take the firm position that the language program in Catholic schools should meet requirements not demanded in other schools. In most cases, however, the "Catholic" language program sets up as its objective those goals which should be the aims of any Christian program. A detailed examination of the reasons which lead us to the conclusion that one can rightly speak of a "Catholic" language program makes up the substance of this report.

0.03 Language, the incarnation of Christian culture. Catholic education must be imbued with the spirit of Christianity. A Catholic school is more than a school in which an additional course called Religion is taught. Perhaps, in our efforts to measure up to State requirements, we are really measuring *down*. Can language, or, for that matter, any subject in our curriculum be taught in a Catholic school in the same manner as it is taught in a public school? It can be, often is—but it should not be. Of all the courses in our curriculum, language is the most human. It is at once the revelation of man's culture and civilization in the expression of his profoundest thoughts as preserved in literature. In fact, language is not only an expression of a particular culture; it *is* culture. If, then, the Christian influence is to be evidenced in education, it should be foremost in the area of language.

1.00 OBJECTIVES OF A LANGUAGE PROGRAM

1.01 Main objectives. The aim of a foreign language program must be twofold: *a*) to impart the skills and idioms of expression in a new linguistic pattern together with an ease and readiness of use; *b*) to enrich the learner with the literature and culture to which the second language has given rise. Both of these objectives must be realized to some extent. The aim of a foreign language program in Catholic education cannot be limited to a course in linguistic gymnastics. The very human values hidden in the literature and culture of the new idiom constitute the "pearl of great price" which we must aid our students to find.

1.02 Main linguistic objectives. In stating linguistic objectives it is immediately evident that the audio-lingual approach is being proposed as the ideal. This approach to modern foreign language study—to a certain degree Latin might be included here—is based on the conviction that language skill is best developed on the basis of the spoken word. In the study of any foreign language, the main goal is the acquisition of a skill, not the mastery of a body of content. In order to accomplish this goal, the specific objectives are:

To understand a native speaker speaking at normal tempo on a subject within the range of pupils' experiences.

To speak sufficiently to make direct contact with a native on a subject within the range of pupils' experiences.

To read with understanding material on a general subject and on subjects within pupils' experiences.

To write without conscious reference to English, whatever pupils can say.

These skills are interdependent. Understanding and speaking are inextricably joined, while reading and writing are built on a solid base of understanding and speaking.

1.03 Main cultural objectives. The study of foreign languages contributes to the general aims of education. The specific goals in the study of culture are to develop:

- A recognition of the universality of human experience.

- A sympathetic comprehension of the foreign people through insights into their values and behavior patterns. It is interesting to note here that as soon as one attempts to discuss the ancient customs of European nations, one will either be discussing an essentially Christian custom or an old pagan custom long since baptized. In the case of the classical languages, this is less true. After all, Greek and Latin were converted to Christianity, whereas the Romance languages were the offspring of an already Christianized mother tongue. Yet, here too, we find an open door—that of the Liturgy. A Latin class in a Catholic school should not limit its study to classical pagan Latin, as we will see later in our report.

- A knowledge of significant features of (*a*) the nation as a geographical cultural and political entity, (*b*) its heritage, and (*c*) its unique contributions to Western civilization. The great ideal of non-Communist European countries today is that of a Europe which is economically and militarily unified. Should not every effort be made to show our students that the struggle against the Communist is a religious one, and that the only real unity which will eventually be able to withstand the constant attacks is the unity of Faith? The history and the culture of the nations of Europe is so wedded to that of Christianity that any separation is a violent one. As Christopher Dawson says, in speaking of the Christian inheritance: ". . . it has brought about an internal change in the soul of Western man—a change which can never be entirely undone except by the total negation or destruction of Western man himself." And, yet, the attempt is often made in language courses to pass over this most startling fact as quickly as possible. We in our Catholic language program must not go and do likewise.

1.04 Other objectives

- An increased interest in the origin and growth of the English language. The average pupil is interested in the sources of the English language and how it became the vigorous language it is today. The Latin teacher should certainly point out the tremendous debt of English to Latin.

• A greater mastery of English. Many pupils tend to take their own language for granted. In their first encounter with Latin or any other foreign language the necessity of a knowledge of grammar is forcefully brought to their attention. This may be the first time they have given any thought to the importance of the order of words in a sentence, to the significance of word endings, the various ways of expressing tense or the rules for agreement of words.

• A better understanding of history and geography and perhaps an increased interest in these subjects. Many students will never gain these advantages from the study of a foreign language, because they have had a poor teacher. With a capable teacher, however, these latter objectives should be a natural outgrowth of the study of a foreign language.

2.00 LATIN: THE IDEAL FIRST LANGUAGE IN AMERICAN CATHOLIC SCHOOLS

2.01 Latin is the mother tongue of most of the languages of Western Europe and of their offspring in North and South America and other large areas of the world.

2.02 Latin as a highly inflected language is an excellent preparation for the study of any of the languages in the Indo-European family.

2.03 An aid to the mastery of English. This objective has already been stressed.

2.04 A foundation for the study of English and American literature. Because of the innumerable allusions to classical subjects in English and American literature, a student is severely handicapped in the study of English prose and poetry without at least a general knowledge of the great works of Latin literature. The same would be even truer if one should attempt the study of the literature of the Romance languages, whose debt to the classics is even more manifest than that of English literature.

2.05 An aid to the study of Ancient History. To understand modern problems one must study the causes of those problems and the errors involved in solving them. It is true that we can study the classics in translation, but all translations are just shadows of the originals. What one has memorized in most cases eventually makes a lasting impression on the one who has done the memory work. The same is true of a translation from the original Latin. We do remember it far better than we remember what we have studied in a history text, and in most cases it is well worth remembering.

2.06 Latin, the international language of the Church. From the time of the conversion of the Roman Empire to Christianity till the end of the Middle Ages all teaching and all learning was in Latin; all documents were written in Latin; the business of kingdoms and courts was conducted in Latin. Latin was in reality an *international language.*

As the modern languages developed and replaced Latin in the affairs of the world, Latin remained the language of the Church. Since the Church, by command of its Founder, was established for all peoples of all times and of all places, it is essential that the medium of communication be universal, uniform, unchangeable, and independent. By a special providence of God, it would seem, Latin ceased to be a vernacular tongue. As a result, the vocabulary and idioms of Latin became fixed and thus could serve as universal and invariable norms of exact meaning for the ever-changing modern languages.

Latin is the only language that is *intertemporal,* uniting the past and the future with the present, as well as *international,* adaptable to all peoples and all cultures. For almost eighteen hundred years it has been invariable and immutable in its expression of Christian doctrine. Because it is not the living language of any one nation, it is independent of all nations.

3:00 MODERN LANGUAGES AND LATIN: CONFLICT

3.01 Source of conflict. In preparing this report, a study of recent curriculum changes in many Catholic secondary schools indicated that more math, science, and modern language is being introduced into the curriculum. To make these changes, something in the curriculum had to go. At this point the question of dropping Latin or of introducing some kind of modified program invariably arises. The result of almost all the proposed solutions is that Latin comes off second best. In fact, in most cases one has the impression that this is the first step toward the elimination of Latin from the Catholic secondary-school curriculum. However, there was one solution offered which merits our attention. We would like to mention it here.

3.02 Latin in the grade schools. When colleges demand higher entrance requirements, high schools add new subjects to their curricula, or attempt to offer more intensive courses in the subjects already in the curriculum. Everything possible is done to meet the standards set by the colleges. Would it, then, be unreasonable for the high schools to ask for some curriculum changes in the grade schools? We think that such a demand is not out of the question and we would like to make a suggestion along this line.

It is strange that the European tradition of beginning Latin on the elementary-school level has never been widely adopted in American schools. Now, at long last, we are introducing the study of modern languages on a large scale into the grades. As yet, it is difficult to determine how successful this effort has been, but educational supervisors in elementary schools have had to struggle with the almost insoluble problem of a lack of capable teachers. And it is especially the grade-school children who need well-equipped teachers. By "well-equipped" is meant either a native teacher or one who speaks the language almost as well as a native speaker. This standard the grade school demands because there the children are most inclined to imitate exactly the model and to depend on that model absolutely. To find such teachers in large numbers is a problem which seems to defy solution.

3.03 Advantages of teaching Latin in elementary schools. Instead of removing Latin from the curriculum in favor of other subjects, it is suggested that Latin be taught in the grade school, for the following reasons: 1) Latin at this level will determine at least in part the linguistic talent of the child; 2) Latin will serve as an excellent foundation for the study of other foreign languages; 3) A pre-high-school Latin course will make it possible to introduce more math and science or more modern language study into the high-school curriculum without overburdening the curriculum; 4) Latin is thoroughly disliked by a large number of students in many high schools after one year. There are many reasons for this attitude, but Latin teachers—at least in a fairly large number of schools—claim that this attitude on the part of the student can be traced back to the fact that so much grammar is crammed into such a brief space of time. After one year they never want to see a Latin book again. However, if Latin were taken in the grade school, the study of the grammar would not be so concentrated and the drill would not have the same effect on an older student as it would on a younger pupil. It should be easier to drill the fundamental patterns with a child than with a high-school student.

3.04 Difficulties of teaching Latin at this level. 1) The lack of teachers. But would it not be easier to find or train Latin teachers than to train modern language teachers? 2) The grade-school schedule is already overcrowded. *Negatur dum probetur.* But even granting that this is so, it is our contention that the Latin course would be an excellent substitute for Ancient History and for some English classes. Ancient History could be taught better through Latin, and English grammar would be learned more thoroughly by contrast with Latin grammar.

4.00 THE ROLE OF THE CLASSICS IN THE CATHOLIC COLLEGE

4.01 Why include the college? Since it is quite certain that the first thing the reader would want to know is what the college program has to do with this report on secondary schools, we hasten to offer a brief explanation. The report is concerned with a *Catholic* language program. In the evaluation of the audio-lingual materials later in this report, it is evident that a positive treatment of the catholicity of any language program at an elementary level is quite difficult. Therefore, in order to show our aims more fully we have decided to explain the role of a language program at a more advanced level.

4.02 Introduction. In the formative process to achieve the end product of Christian education, the perfect Christian, all the student's powers, natural and supernatural, are to be guided and developed. Here the role of the classics is a fourfold one:

4.03 To provide a stimulus to intellectual growth and habits of critical thinking. Through his acquaintance with classical wisdom, the student is made concretely aware of the tremendous power and scope of the mind of man. At the same time, he is forced to recognize the limitations of natural reason, unaided by revelation, to arrive at the truths of the supernatural life and man's final destiny.

4.04 To assist moral development through the presentation of ennobling ideals. The value of exemplars of nobility in the pagan classics has been fittingly assessed for all time by St. Basil the Great, who, in his advice to the youth of his day, had this to say:

> . . . since it is through virtue that we must enter upon this life of ours, and since much has been uttered in praise of virtue by the poets . . . we ought especially to apply ourselves to such literature. For it is no small advantage that a certain intimacy and familiarity with virtue be engendered in the young.[1]

And then St. Augustine in praise of the *Hortensius* of Cicero:

> . . . that book directed my affections toward you, my Lord. It changed my prayers and petitions and made my desires other than they had been. All vain hopes were suddenly cheap in my eyes and with ineffable yearning, I longed with all my heart for wisdom's deathless flame.[2]

4.05 To promote aesthetic appreciation through the study of literary forms having high artistic value. In no literature will you find writers more aware of beauty and their duty to portray it than in that of the Greeks and Romans. For the Greeks, as the people of no other nation before them and since, were deeply conscious of the formative value of the arts. It is hardly a cause for wonder, then, that we find the Romans preoccupied with this Greek standard

[1] St. Basil, "To Young Men," (tr. R. J. Deferrari), *The Letters*, IV, p. 393, Loeb Classical Library Edition.
[2] St. Augustine, *Confessions*, 3.7.

of beauty in form and expression in their own literature, captivated and influenced as they were by all things Greek. The result of this concern to carve and chisel and polish their literary output to perfection is as evident in the poetic prose of Augustine as in the finished dactyls of Vergil. Horace was as dedicated to his craftsmanship in perfecting the structure of his odes as the Christian poets were concerned to perfect the rhyme and rhythm and meter of their lyrics.

4.06 To deepen the students' sense of social responsibility through the asceticism demanded of them. One might immediately object that the self-abnegation which any discipline demands does not essentially differ from the self-abnegation exacted from a student of the classics. Here we must distinguish. Another discipline may demand more work on the part of the students. However, the classical student must endeavor to communicate with the mind of antiquity through a highly inflected and intricately structured linguistic medium. Would such a student be likely to remain unaware of how difficult it is to completely understand and sympathize with the viewpoint of his neighbor?

4.07 Conclusion. By way of resumé then, the classics have an intrinsic educative value because of their power to assist the student to reach the full potential of his endowments, natural and supernatural. On the secondary-school level it is possible to achieve these goals in a limited fashion. To recognize the truly inherent humanizing influence of the classics and of modern language study, one must examine them at a higher level.

5.00 SEMINARY PREPARATION OF FUTURE LANGUAGE TEACHERS

5.01 Introduction. It is almost a complete waste of time to speak about the aims and objectives of a Catholic language program if we do not at the same time see to it that these aims and objectives are made known to our future teachers at an age when they are prepared to adapt themselves and their methods to new ideas. For this reason we look briefly to the seminaries. Since this is a study in itself worthy of future report, we shall be brief. For a thorough consideration of the objectives and norms to be used in the training of Latin teachers we commend highly Distler's *Teach the Latin, I Pray You* (Loyola University Press, 1962). This is not only helpful for the teaching of Latin, but also for any modern language.

5.02 The Girard Latin Course of Father Joseph Bitar, S.V.D., is a new approach to the teaching of Latin which has received the enthusiastic approval of Latin professors in the States and in Rome. What follows has been culled from a description of the Girard Latin Course (Estratto da *Orientamenti Pedagogici,* Anno IX, N.4, 1962, Societa Editrice Internazionale, Torino, Milano, Genova, etc.):

1. In many high schools and seminaries in the U.S.A. we must admit that we have little to show for the long years spent in the study of Latin.
2. It is not the time allotted to the study of Latin, for by and large more than enough time is given to the study of Latin.
3. Can it be that the teachers themselves are deficient in their knowledge of the language? Perhaps in some individual instances, but it often happens that the accomplished Latinists are the ones who have the most mediocre students.
4. It is Father Girard's conclusion that neither the student nor the teacher is really to blame, but that the meager results are due to the fact that a vast amount of the energy expended by the beginner in his learning of Latin is being misdirected.

5.03 Aims of the Girard Latin Course.

A. To introduce the young seminarian to the study of Latin:

1) by quickly bringing him into direct contact with the language, with an authentic text, postponing to its proper place the memorization of paradigms and rules;
2) by utilizing the Latin that he daily sees, hears, prays, and sings;
3) by giving him the facts of the language in terms that are nontechnical, and which his mind can immediately seize and absorb;
4) by selecting exercises for the first two years which employ a *minimum* of English-to-Latin translation.

B. To provide the minor seminarian with a Latin text which is preponderantly Christian.

C. To lead the seminarian to an appreciation, genuine yet balanced, of the Latin of classical Rome.

5.04 Concluding remarks. It would not be fitting to write "Conclusion" here, for we have hardly begun to discuss the report submitted by Father Brochtrup, S.D.S. However, since the *teaching* of Latin has been discussed out of proportion to the whole, we have to move on.

EVALUATION OF AUDIO-LINGUAL MATERIALS

6.00 MERITS OF THE MATERIALS

6.01 Introduction. The merits of the materials can be evaluated only in proportion to their conformity to the basic criteria which form our Catholic philosophy of education. Such evaluation cannot be made on patterns or rules of morphology and syntax; it can be made only in regard to samples of literature, the most elementary of which are the reading selections provided in the text. Since the materials submitted for consideration included only levels 1 and 2 in Spanish and level 1 in Italian, it was feared that a true evaluation would be rather out of the question. However, contrary to expectation, there were sufficient readings to discern the character of the publication.

6.02 Content favorable. The materials do measure up quite favorably to our Catholic philosophy. This is not just a *nihil obstat;* rather, it means that in these texts there is to be found a far greater amount of true Christian culture than in many other texts. These basic principles have been presented in a normal and natural fashion as part and parcel of the languages and of the character of the natives who speak them.

7.00 CONCLUSION: RECOMMENDATIONS

7.01 In conclusion, we wish to report that the materials we have examined seem to incorporate the principles that are basic in the Catholic concept of life. We feel that the use of these materials could effect a better transfer of those principles as they appear in the great literatures and cultures of Spain and Italy than is being done presently in our schools.

7.02 Finally, we recommend the said materials to the Advisory Committee on Foreign Languages and urge that body to present them for adoption by the teachers in our Catholic schools. We further recommend that the Committee, in cooperation with Harcourt, Brace and World, Inc., seek to introduce these materials as a substitute for adopted texts in those areas where the state furnishes texts to all students.

8.00 FURTHER RECOMMENDATIONS

8.01 Latin in grade schools. See Sections 3.02, 3.03, and 3.04.

8.02 That a committee be appointed to find out the reaction of our grade-school principals to the suggestion that Latin be introduced into the grades.

PRECIS OF DISCUSSION OF PRECEDING REPORT DURING THE OPEN SESSION OF 18 APRIL 1963, NCEA CONVENTION, ST. LOUIS

The report was praised for its recommendation that Latin should be introduced in the 7th and 8th grades. This revealed, on the one hand, an awareness on the part of the Committee about the singular role which this language occupies in the Catholic school curriculum, and, on the other, a realization that in the present conflict in scheduling between Latin and the modern foreign languages a solution must be found to enable the latter to be offered for four years in the secondary school. Moreover, the Committee's recommendation would appear to be far easier to implement than trying to have MFLs introduced in the 7th and 8th grades, which are largely in the hands of the parochial schools, where, because of the nominal tuition fees paid, it is out of the question to think of contracting lay teachers for FL instruction, while, by contrast, it would be easier to turn 7th and 8th grade religious teachers into expert Latin instructors.

The report was criticised adversely for the following:

1) *Lopsidedness.*—It was pointed out that, out of the nine typed pages, eight and one-half were devoted to Latin. The Committee explained that this was due to: a) lack of time for a more detailed report; b) realization that the recommendation with respect to Latin required abundant substantiation; c) difficulty of arriving at definite recommendations with respect to many of the presently available materials in MFLs, several of which are still incomplete; and d) awareness of the fact that the other three committees would almost exclusively deal with MFLs, and in doing so would touch substantially, though incidentally, upon the "aims" of their programs.

2) *Exaggeration.*—It was suggested that the relative place of Latin in Catholic schools, as distinguished from establishments of religious formation, was overemphasized. The Committee replied that Latin possesses a value of its own as a tool for the understanding of Western Christian civilization and for a knowledge of the past which no other language has. Unfortunately, it added, this fact is being lost sight of.

3) *Retrogression.*—It was asserted that, whatever might be said for Latin as a required study in the Catholic school system, the introduction of the same in the 7th and 8th grades, in preference to MFLs, represents a step in retrogression, for not only are these the grades where MFLs should be introduced because of the greater imitativeness of the students, but also the very structural complexity of Latin and its analytic approach urge that it be introduced even later than at present. In reply, the Committee pointed out that in Europe the study of Latin starts in the elementary school, yet it poses no specific difficulty in its mastery.

4) *Unrealistic fear.*—It was remarked that the fear of Latin being driven out of the secondary schools by MFLs (cf. 3.01) was unfounded, since statistics show that there has been a marked increase in Latin enrollment. The Committee replied that this was true as far as public schools are concerned, where there has been an appreciable increase in all FL enrollments, but where Latin is also merely optional and hence occupies a relative position of inferiority with respect to MFLs. On the other hand, many Catholic high schools start Latin in the 10th grade, thereby reducing their offerings to a three-year sequence.

5) *Misplaced efforts.*—It was proposed that the efforts spent in convincing Catholic elementary school administrators that they should introduce Latin in the 7th and 8th grades, and in training religious to become effective Latin instructors, could be more rewardingly applied to MFLs, with greater satisfaction of all, including the parents. In reply, the Committee asked whether anyone felt that it would really be easier to train religious already teaching in the 7th and 8th grades to become MFL instructors in the way these languages must be taught today. The answer was that this depended upon the training religious received in their formation and while they were teaching in the lower grades.

6) *Elimination of MFLs already in grade school.*—It was charged that the introduction of Latin in the 7th and 8th grades would require the elimination of MFLs already being taught in about one-tenth of the Catholic elementary schools, as there certainly would be no room in the schedule for one more FL. The answer of the Committee was that these MFLs are being taught as ineffectively in the private schools as they are being taught in the public schools precisely because of the lack of competent personnel to teach them in accordance with present-day requirements. However, where they were being taught successfully, the Committee would certainly not press the introduction of Latin.

The discussion brought out almost unanimous agreement that, if Latin is introduced in the 7th and 8th grades as a required subject, this should not take place unless a textbook in the so-called New Key is used, for it is feared that students would come to dislike Latin even more than they do now when 80 percent of them drop it, while 80 percent choose to continue MFLs after the second year, despite the pressure of other subjects.

7) *Undue endorsement of a particular MFL text.*—It was claimed that the Committee's endorsement of a certain MFL textbook series under 7.02 was unwarranted, since: a) the Committee had not considered all the textbooks of this series; b) this series (as all others) was not finished yet; and c) the Committee had evidently not evaluated other texts being edited along the same lines. The Committee admitted that its report with respect to MFLs was incomplete.

Time did not permit the taking of a vote on the main proposal of the Committee, namely, that Latin be introduced in the 7th and 8th grades (8.01), but the consensus seemed to be that the matter was worth inquiring, as per recommendation 8.02: "That a committee be appointed to find out the reaction of our grade-school principals. . . ."

THE CURRICULUM ADVISORY COMMITTEE ON FOREIGN LANGUAGES:

AIMS OF A CATHOLIC FOREIGN LANGUAGE PROGRAM

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REVEREND EUGENE BROCHTRUP, S.D.S., Salvatorian Seminary, St. Nazianz, Wisconsin

PART II

TEACHER EDUCATION IN FOREIGN LANGUAGES FOR CATHOLIC HIGH SCHOOLS

0.00 INTRODUCTION

0.01 An initial sample survey of FL teacher preparation and FL personnel in the Catholic high schools was made by the Working Committee on Teacher Education in Foreign Languages as a pre-condition to the recommendations it was called upon to make. While the survey was not comprehensive, the Committee believes that it may serve to reveal certain strengths and weaknesses in one area or another and add pertinency to the recommendations.

0.02 The procedure was as follows: Each member of the Committee was asked to fill out a questionnaire on the present situation in the teachers colleges and the secondary schools of MFL areas in both high schools and colleges. The pattern of the questionnaire and of this report was inspired by a similar study pursued in 1961 by the Northeast Conference on the Teaching of Foreign Languages.

0.03 The survey covered 69 schools and 9 colleges, run by 9 different religious communities. The schools are located mainly in the Northeast; however, a few (9) in Florida, Texas, Minnesota, and Hawaii are represented. The colleges vary in size from 200 to 1200 full-time students: only one has fewer than 500 and two have more than 1000 students. Four of the 9 colleges are located in Pennsylvania, 3 in New York, 1 in Massachusetts, and 1 in Minnesota.

1.00 THE PRESENT SITUATION IN UNDERGRADUATE PREPARATION IN MFL

1.01 Enrollment. Out of a total enrollment of 6,684 students in the 9 colleges, 285 (4.2 percent) are majoring in French, 158 (2.5 percent) in Spanish, 22 (0.3 percent) in German, and 21 (0.3 percent) in Russian. (Only one college surveyed offers a Russian major.) Consequently, the total of 486 MFL majors represents 7.3 percent of the college student body. It is estimated that, nationally, one-third of the MFL majors do not enter the teaching profession. However, this dropout would be considerably less in our case, primarily because of the number of religious included (153, or 35 percent). Estimating our dropout rate as one-fourth, we thus have 5.5 percent entering MFL teaching. This merely suffices to handle the rise in MFL enrollments in the high school, and thus lags considerably behind the number needed to replace losses by retirement or death in the high school, or to handle the vast growth of MFL in the elementary schools. Finally, the concentration of French and Spanish implies a neglect of other languages and cultures.

1.02 MFL courses are offered in Advanced Conversation (2-6 credits), Advanced Grammar and Composition (3-6 credits), Civilization-Culture (3-6 credits), and literature (12-24 credits). All of these credit hours are taught exclusively in the foreign language except Grammar and Composition, in which use of the FL varies from 50 to 100 percent.

Seven of the 9 colleges also require 2-4 credits in Linguistics. Five strongly urge 8-18 credits in a second foreign language. The total number of credits beyond the intermediate level required for graduation varies mostly from 24 to 30; one college, however, requires only 15. Evidently, FL students in this last case can hardly be called "majors."

1.03 Language Labs. Five colleges have language labs with complete listen-respond-record units, two others have listen-respond systems, and the other two do not have either system.

1.04 For testing proficiency in the MFL, the colleges rely mainly on the regular semester exams. Before graduation, three colleges require a 15-30 minute oral exam, 6 require 3-9 hours of written comprehensives, and 2 require a thesis in the FL averaging 25-30 pages (6000-7000 words). One other college requires the thesis of their honor students only. Six require all FL majors to take the Graduate Record Examination in French or Spanish.

2.00 SUGGESTIONS FOR BETTER UNDERGRADUATE PREPARATION IN THE MFL

2.01 For improved undergraduate MFL programs, the Committee suggests:

a) That more high school students be directed to a consideration of a FL major in college. Numbers are essential, particularly in small colleges, to the proper organization of courses, the sorting of students, and the maintenance of departmental standards. Students can be motivated to such study by a consideration of the value of a foreign language and literature for personal development and satisfaction, aesthetics, the national interest, teaching on all levels (elementary, secondary, college), Catholic Action, and missionary endeavor. Information about fellowships for graduate study, such as those offered under the NDEA, should be made known to gifted students early. Information concerning scholarships and awards should be made available to promising high school students.

b) That colleges plan now for instruction in critically needed languages, such as Russian, Chinese, and Japanese.

c) That Applied Linguistics, or at least General Linguistics, be required of all FL majors.

d) That a policy of teacher exchange with neighboring colleges be investigated. This could greatly improve the quality of subject-matter courses by limiting the professors' preparations, as well as by offering the students another point of view or method.

e) That the humanistic approach to literature be preserved, especially in contemporary studies; that is, that religious, philosophical, and social thinkers be included in the programs. The correlation of disciplines thus gives FLs their rightful place in the world's thought. On this score, foreign texts are often superior to ours. Likewise, FL professors can work with colleagues in history, English, philosophy, theology, et cetera in the establishing of FL bibliography for course work.

f) That the summer months be utilized to the fullest extent. Undergraduates should be urged to attend FL summer schools or workshops. Particularly, reading lists given before the summer will enable the students to get ahead, thus offsetting their naturally slower rate of reading in the FL. In fact, a minimum reading list established for the entire FL sequence in college is also desirable.

2.02 The Committee further suggests that the colleges insist at all times on superior competency in speaking and writing the foreign language. To this end, it suggests:

a) That residence abroad be greatly encouraged as the means *par excellence* of acquiring FL competency as well as personal knowledge of another culture and civilization.

b) That extracurricular means be devised to stimulate oral proficiency. The following may prove helpful: always and everywhere to speak to the majors in the FL, to have them always use the FL among themselves, to have them group together habitually, say for meals, and speak the FL. (This latter suggestion can easily be followed in novitiates, seminaries and scholasticates.)

c) That both students and professors bear in mind that FL competency is not a matter of mere credit hours but of real achievement. They must remember that superior language competency is a primary objective of all FL courses. The lecture method can be particularly hazardous here; frequent oral and written reports in the foreign language in civilization and literature courses will be most beneficial. Furthermore, students can be encouraged to help themselves by tapes and records available in the lab, and even in the public libraries.

d) That certain departmental measures be taken to stimulate oral proficiency, such as public demonstrations of FL achievement by obliging the student to undergo an interrogation on a certain area in literature or on a certain author.

2.03 The Committee finally suggests that the achievement of a FL major be ascertained before graduation by:

a) A 15-30 minute oral exam before three native or near-native speakers, including if possible persons who are not on the staff;

b) 6-9 hours of written comprehensives;

c) The writing of a documented paper in the foreign language to demonstrate writing ability, as well as potential for scholarship in the FL field;

d) A minimum of 30 credits beyond the intermediate level;

e) The use of the MLA FL Proficiency Tests for Teachers and Advanced Students instead of, or with, the Graduate Record Examination, since these test FL competency in all seven areas: listening comprehension, speaking, reading, writing, applied linguistics, culture-civilization, and professional preparation. These exams, furthermore, are becoming mandatory in some states—for example, in Minnesota by 1965.

3.00 THE PRESENT SITUATION IN THE PROFESSIONAL PREPARATION OF MFL TEACHERS

3.01 The professional preparation of MFL teachers in the nine colleges is as follows: The total number of required credits in Education varies from 10 to 22, with the greater number fixed at 18. (Six colleges require 18; one requires 22, another 12, and another 10.) All nine require 2-3 credits in Methods of Teaching FLs in HS. All the colleges also require Observation and Practice Teaching. The number of hours spent in O and PT varies, with the average approximately 50 in observation and 100 in practice teaching. Seven colleges grant credit (6-9) for O and PT as part of the degree requirements, one grants 6 credits which are not part of the degree requirement, and one grants no credit at all.

3.02 It is interesting to note the fine cooperation that exists between the Catholic colleges and the public high schools, since the trainees of eight out of the nine colleges do their observation and practice teaching in the public high school as well as in the private high school.

3.03 Other courses in Education are as follows: Eight colleges require 3 credits in Educational Psychology; six require 2-6 credits in Philosophy of Education; three require 2-3 credits in Tests and Measurements; two require 2-3 credits in Psychology of the Adolescent; two require 1-3 credits for a seminar in Education.

3.04 The screening of trainees in Education is done in most cases by a committee of faculty members. In one case only is the final approval of trainees the exclusive responsibility of the Director of Teacher Education and the cooperating high school teacher.

3.05 Three colleges require the National Teachers Examinations of their trainees in Education before graduation, and one college is planning to require them. Two colleges direct their trainees to various city exams for public high school certification. Four colleges require no special exam in Education before graduation.

4.00 SUGGESTIONS FOR BETTER PROFESSIONAL PREPARATION OF MFL TEACHERS

4.01 For improved programs in Teacher Education, the Committee suggests:

a) That a minimum of 18 credits in Education be required; this is the standard in the vast majority of states.

b) That credit be granted for Observation and Practice Teaching; this is only just, in consideration of the long hours spent in such work. Colleges, if they so deem advisable, need not recognize such credit as part of the degree requirement.

c) That courses in Education include Philosophy of Education, Psychology of the Adolescent, Tests and Measurements, and Modern Methods of Teaching Foreign Languages.

d) That the Methods course have the following features, among others: Thorough training in the use of audio-lingual-visual aids; thorough familiarization with the main A-L-V programs now prominent in the FL field; the study of complete and modern syllabi; the avoidance of possible ill effects of "in-breeding" by bringing in master teachers from other school systems.

e) That the Methods course be given in third year.

f) That residence abroad, so highly desirable, not preclude participation in a Teacher Training program; both are vital.

4.02 Concerning professional ability and attitude, the Committee suggests:

a) That a faculty committee pass on candidates wishing to enter upon a Teacher Education program. To this effect, candidate could be asked to obtain two letters of recommendation regarding fitness for the profession—one from his faculty adviser and the second from another faculty member other than the Director of Teacher Education. These letters, obviously, would be confidential and go directly to the Director of Teacher Education.

b) That by senior year at least, membership in a professional organization and subscription to a professional newsletter, review, or journal be strongly suggested to all FL trainees in Education.

c) That the final approval of a trainee in Education, before graduation, be reviewed by a faculty board. This board could consist of the Academic Dean, the Director of Teacher Education, and a member of the FL department.

d) That in the final approval of a FL trainee, great consideration be given to his oral proficiency. If one judges candidates on their grades, it should be determined whether such grades denote ability in content, or writing ability, or oral ability. No student can be allowed to teach FL today without superior or at least good competency in the FL.

4.03 Finally, concerning accreditation, the Committee recommends that colleges, while recognizing certain advantages of accreditation by national agencies, nevertheless beware of inherent dangers, such as a reversion to divergence of procedures in liberal arts colleges and in teachers colleges. The Committee believes that State or regional accreditation agencies are as desirable as national ones. It does urge the widening practice of reciprocal recognition of State certifications.

5.00 THE PRESENT MFL PERSONNEL IN THE CATHOLIC HIGH SCHOOL

5.01 The present MFL personnel in the 69 high schools surveyed numbers 183 (158 religious, 25 lay associates). Of these, 3 (1.6 percent) have their doctorate in the MFL they are teaching, and 86 (47 percent) likewise have master's degrees. Of the 94 who do not have their M.A. in the MFL, 55 (30 percent) have State certification to teach that MFL. This leaves, consequently, 39 (21.3 percent) who have neither M.A. nor State certification. Of these, however, at least 12 are foreign-born, and at least 2 have their M.A. or State certification in progress.

5.02 The present personnel (mentioned above) teaches the following MFLs[1] in Catholic high schools:

LANGUAGE	NUMBER OF SCHOOLS AND YEAR			
	I	II	III	IV
French	63	67[a]	65	13
Spanish	28	28	23	6
German	7	7	5	1
Russian	2	2	2	-
Italian	1	1	1	-
Japanese (Hawaii)	2	-	-	-

[a] Four schools surveyed start immediately with French II.

5.03 It will be noticed that, in the high schools surveyed, the proportion of French to Spanish is slightly more than 2 to 1. However, it is realized that in certain large areas in the West and South, the situation would be different. The sharp drop of FLs in Fourth Year will also be noticed.

[1] Latin and Greek were omitted from this report because it was felt that the teaching of these classical languages presents problems dissimilar from MFLs.

5.04 The MFL personnel seems to have kept pace with the new concepts of audio-lingual-visual teaching. Many have followed publicly or privately organized reorientation courses; many more have taken part in publicly or privately organized workshops. Of the 183 teachers, however, only a total of 14 have attended NDEA Institutes since their foundation. This is considerably below the percentage in most public-school districts. Part of the difficulty is expense; the unequal stipend advantage to private schools has prohibited greater participation. Other teachers, furthermore, do not want to interrupt an M.A. program in progress.

5.05 It would seem also that the present MFL personnel are conscious of the benefits of foreign residence. Total figures were not available; however, since 1958, at least 34 (18.5 percent) have spent a summer in foreign residence, and 5 (2.7 percent) have spent a year.

5.06 On the other hand, attendance at FL meetings and discussions at various State or regional centers, as well as membership in professional organizations, is below expectations. Only five schools out of the 69 surveyed require their FL teachers to belong to the American Association of Teachers and to the State council of foreign language teachers.

6.00 SUGGESTIONS FOR A BETTER PROFESSIONAL ATMOSPHERE IN HIGH SCHOOL

6.01 To better the professional atmosphere in our Catholic high schools, the Committee suggests to administrators:

a) That they insist that every teacher obtain certification before graduation from college, or in his first year of teaching at the latest, and that they consequently resist demands by diocesan personnel for teachers who only partially meet standards of certification.

b) That the year's appointments be made in June at the latest so that new FL teachers may be directed to summer workshops or courses. One religious community represented in our survey organizes a series of workshops in August for the benefit of teacher reorientation. (At the open session at the St. Louis convention in 1963, it was revealed that of the 39 religious communities represented, 8 received their appointments in May, 5 in June, 14 in July, and 12 in August.)

c) That a concerted effort be made to encourage FL teachers to obtain advanced degrees in their specialization within a time limit, say five years of teaching, as is done in some public-school systems.

d) That they make every effort to send foreign language teachers to summer institutes. Besides the reorientation afforded, the usual atmosphere of professional conversation can be stimulating. Religious also help to break the barrier of ignorance often surrounding their life and schools. Busy schedules too often cause the individual teachers to postpone inquiries and applications until it is too late. Superiors here can be helpful by bringing such matters to the attention of their personnel and insisting on participation for fear of losing the "right" to FL classes. The ever increasing number of institutes run by Catholic colleges will no doubt allay religious qualms concerning such attendance and residence.

e) That they not consider residence abroad as a luxury but rather as a necessity for FL teachers. Religious congregations here have a wonderful advantage, and faculty exchanges with members of other religious communities can be arranged for the summer and even for the year. The goal for foreign residence could be a year or its equivalent every 5-7 years.

f) That every diocese have its own high school FL Council or Committee, composed of the supervisors and department heads of all the high schools in the diocese.

6.02 The Committee suggests, furthermore, particularly to the local school authorities:

a) That FL departments be officially constituted in all schools, with a named chairman responsible for calling meetings, directing projects, keeping reports, and especially supervising and helping the beginning teacher. Such chairmanship can surely receive no less consideration than an "extracurricular" activity;

b) That the FL department in the high school group all the FLs; and that the chairmanship rotate among the languages every year and perhaps even every semester. The personnel must first be FL teachers and then teachers of French or Spanish or German.

c) That administrators occasionally attend FL departmental or regional meetings so as to obtain first-hand information of our aims, goals, and needs; and that they faithfully receive and consider the minutes of departmental meetings.

d) That in assigning subjects, administrators be constantly mindful of certification standards and ascertain the competencies of prospective teachers before assigning them to the various teaching levels of the department. The following might prove helpful: Recommendations as to oral ability; results of the Graduate Record Examinations, of the MLA FL Proficiency Tests, of NDEA tests; college and university transcripts. These should be asked for and referred to for the assigning of religious as well as lay associates.

e) That in-service training be organized. This is particularly important to the small high school where new FL teachers have to take on only one or two periods to round out their schedule. In this same line of thought, teachers young and old should put aside all personal fears and visit each other's classes, since much can be mutually shared.

f) That administrators allow class adjustments for assistance at and participation in professional meetings. The Committee recalls to all personnel that active participation in such activities is as much a professional obligation as class preparation and correction.

g) That, since the professional atmosphere of a teaching group largely depends on the professional reading done, community libraries supplement individual subscriptions with serious educational and cultural reviews.

6.03 The Committee, finally, strongly suggests that every FL teacher belong to a professional organization which capably represents his field, and that he take an active part in its chapters and other work. Non-Catholic organizations are not "rivals." Much can be mutually shared with our public-school counterparts by membership in the same organizations.

7.00 CONCLUSION

7.01 In conclusion, the Committee recalls the profound revolution now taking place in the teaching of foreign languages. In view of FLES programs and Fourth Year programs in the high school, it is particularly aware of the pressing need for articulation between the elementary and the secondary school, and between the secondary school and the college, as well as of the increasing demands for FL personnel on all levels.

7.02 However, the Committee must stress the obligation of administrators and college teachers alike of approving only qualified certified personnel to teach FL. The increased beneficial "rubbing of elbows" with colleagues of other school systems, the desire of our Catholic high schools for accreditation, and possible future government aid to private schools make such considerations of immediate and urgent concern.

7.03 The Committee, therefore, makes the following recommendations:

a) That proficiency in the four basic skills, and particularly in oral ability, be stressed in the training of MFL teachers and be positively ascertained before certification in MFL. This is essential for a well-rounded, professional formation and today's audio-lingual approach.

b) That the MLA FL Proficiency Test for Teachers and Advanced Students be used as the national norm for ascertaining achievement in MFL.

c) That the year's appointments for religious be made in early June so that MFL teachers may use the summer months for necessary reorientation.

d) That every diocese have its FL council or committee, composed of the department heads of all the high schools as well as representatives of the elementary and college institutions.

e) That, finally, every teacher belong to a professional organization which represents his area of study. This is the best means of keeping abreast of the development of concepts, methods, and materials continuously evolving in the field.

PRECIS OF DISCUSSION ON PRECEDING REPORT DURING THE OPEN SESSION OF 18 APRIL 1963, NCEA CONVENTION, ST. LOUIS

The recommendations contained in the preceding report (7.03) were added after the open session of 18 April 1963. They synthesize the recommendations found in the original report under numerals 2.00-2.03, 4.00-4.03, and 6.00-6.03, and reflect the conclusions arrived at in the open session. Comment on the report was highly laudatory. Agreement with it went beyond the final recommendations. It extended into the numerous and detailed recommendations formulated by the Committee under the numerals above mentioned. The Committee was praised for its objectivity and the sobriety and restraint it had exhibited in its suggestions.

The general attitude of the audience was:

a) That there should be no relaxation of standards of proficiency in the education of MFL teachers on account of the larger demand existing today, but rather that these standards should be upgraded considerably to meet the need for truly proficient students;

b) That all new assignments to FL posts should be made by major superiors in such a way that ample time is allowed for the appointee to take a refresher course during the summer.

c) That every archdiocese and diocese should set up a representative body to coordinate the FL activities of its secondary schools and articulate them with the elementary and college levels; and

d) That participation of Catholic FL teachers in professional organizations is a "must."

BIBLIOGRAPHY

1. The Committee feels it cannot overstress the importance for each teacher to receive his own copy of a professional journal and faithfully read it for continual stimulus and awareness of FL activity. The following have particular bearing: *PMLA, French Review, Hispania, German Quarterly,* and *Modern Language Journal.*

2. Two bibliographies of source materials should also be in the hands of every MFL teacher:

a) *The MLA Selective List of Materials* (1962) for use by teachers of MFL in elementary and secondary schools. This 162-page booklet lists the most prominent texts and aids for the teaching of 10 MFLs. Nearly 2400 items were evaluated by 184 teachers, and 1850 were chosen for inclusion. Sources, prices, grade levels, and language proficiency levels are indicated. Available from: MLA FLP Research Center, 70 Fifth Avenue, New York, N.Y. 10011. ($1.00)

b) *Source Materials for Secondary School Teachers of FLs.* This 24-page booklet also lists and comments on texts and aids, and gives prices and sources of the materials. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20025. (25¢)

3. The reports of two organizations have special relevance to our field:

a) *Modern Language Teaching in School and College.* Reports of the Working Committees, Northeast Conference on the Teaching of FLs. 1961. The Northeast Conference is one of the finest organizations devoted to the study of FL teaching. Its annual reports constitute a storehouse of the best contemporary thinking on all levels. Available from: American Classical League Service Bureau, Miami University, Oxford, Ohio. ($2.50)

b) *Reports of Surveys and Studies in the Teaching of MFL.* (1961) This is a series of 21 reports produced by the MLA under contract with the U.S. Office of Education. They cover most of the aspects of FL teaching on all levels. Though the reports are of uneven interest, the series is well worth having for reference. Available from: FL Program Research Center, 4 Washington Place, New York 3, N.Y. ($4.00 for non-MLA members; $1.00 for members)

4. Modern syllabi are very useful guides for all teachers. *French for Secondary Schools* (1960) suggests content and organization for four- and six-year sequences. It treats of the role of foreign languages, the development of the four skills, pattern drills, culture, homework, and evaluation. Syllabi for Spanish, German, and Latin have also been revised. Available from Publications Distributions Unit, Room 169, Education Building, Albany 1, N.Y. (Free to N.Y. State teachers if ordered through an administrator; $1.50 for others)

William R. Parker's *The National Interest and Foreign Languages,* written for UNESCO, gives a broad view of language teaching in the U.S. and includes a brief history of language study here. The author assesses national needs and suggests means to meet them. This study, now grown to 159 pages and in its Third Edition (September 1961), is one of the most authoritative surveys of FL activity in the United States. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20025 ($1.00)

6. Among the many good books on teaching "in the new key" now on the market, Nelson Brooks' *Language and Language Learning* has achieved pre-eminence. The author presents an excellent survey of the theoretical and the practical aspects of modern language methods from the point of view of both teacher and learner. There are two valuable appendices: *a*) "How to . . .," consisting of recommendations related to classroom procedure; and *b*) a "Glossary of Terms," helpful to those who do not feel adequately initiated in the terminology of modern FL methods. Available from: Harcourt, Brace and Company, 750 Third Avenue, New York, N.Y. 10017. ($3.50)

7. Finally, the article, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," by Wilmarth T. Starr, Project Director, gives the history, description, and value of the newly devised tests which are now hailed as the standard measuring device for determining FL proficiency in French, Spanish, German, Italian, and Russian. Available in: *PMLA,* Vol. LXXVII, No. 4, Part 2, (September 1962).

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